

St. Luke's C.E. Primary School

Pupil Premium Grant expenditure: expenditure and Impact for 2014.15

At St. Luke's the aim of the Pupil Premium is to reduce the achievement gap for disadvantaged children by implementing the most effective educational interventions to address these barriers within the school.

The school received funding to target pupils who are eligible for or who have been eligible for Free School Meals within the last 6 years and/or have been looked after. These pupils received additional support and access to extracurricular activities and programmes as required.

The Pupil Premium provides an opportunity to review existing approaches to see if they are effective and to look at new or innovative means of improving standards for all.

- We ensure that teaching and learning meets the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognize that not all pupils who receive FSM will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify FSM. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school have legitimately identified as being socially disadvantaged
- PP funding is allocated on a needs analysis which will identify priority classes, groups and individuals. Limited funding and resources means that not all children receiving pupil premium will be targeted with interventions at one time
- Pupil premium resources may be used to accelerate progress and close attainment gap and/or to target able children on FSM to achieve L3 at the end of KS1 or L5 at end of KS2
- Pupil Premium allocation can also be used for supporting families which impacts on the well-being of the child e.g. school trips, uniform
- The Governors of the school publish information on how the school used pupil premium grant to address the issue of 'narrowing the gap' for socially disadvantaged pupils

Pupil Premium 2014.15

Number of pupils and premium grant (PPG) received	
Total number of pupils on roll	343
Total number of pupils eligible for PPG	134
Amount of PPG received per pupil	£1300
Total amount of PPG received	£174,200

Action taken:

Objective	Activity	Cost	Impact
Raise achievement in Literacy in Key Stage 1	Employ a literacy specialist teacher to work directly with children in Years 1 and 2 – listening to them read and leading targeted phonics sessions	£30,000	PP in year 2 pupils made good progress in reading and writing from their starting point. This meant that they achieved outcomes broadly in line with national expectations for reading, and slightly below for writing. The impact was greater in Year 1 where the children made outstanding progress in their learning and achieved outcomes slightly above

			those achieved by the cohort as a whole.
	To provide training for staff on more effective pedagogy for teaching literacy	£4,200	Staff received training in: Reciprocal reading techniques, Read Write inc. Phonics and Nina Birch literacy planning. All children will have benefitted from teachers with better professional development, however we can see the impact in the PP children's progress as detailed above.
Raise achievement in language and communication	Additional Speech and Language Provision	£10,000	Enhanced SALT provision provided whole class work on developing oracy skills in Year 1. This is powerful early intervention. It enables us to identify children early who require targeted support to develop their speech and language skills. This whole class work will have contributed to the outstanding progress in learning achieved by the pupil premium children in reading and writing.
Raise achievement in mathematics	To staff and run an intervention for mathematics called Success@ Arithmetic	£15,000	
	To provide training for staff on more effective pedagogy for teaching maths	£5,000	The school invested in a new programme to teach mathematics. The programme, training and in class support saw an improvement in the provision for maths and the outcomes achieved by pupils. With the exception of one year group, pupil premium children across the school made at least expected progress in maths last year, with pupil premium children making outstanding progress in Years 1, 2 and 6.
To improve the personal development, emotional well being and behaviour of children	Part fund the lead teacher for Inclusion	£30,000	We targeted funding for this since good emotional well being and behaviour are clearly important pre cursors to effective learning and achievement. Support has included: establishing Pastoral Support plans to prevent exclusion, undertaking CAFs with the family to identify services to refer to and providing direct support to children to help them to keep their behaviour on track. The school maintains case studies for the impact upon each child as very often the needs are quite different and so the impact cannot be measured collectively. However the impact can be seen in the pupils progress data overall where the progress of pupil premium pupils overall is close to that of non pupil premium pupils suggesting that support targeting disadvantage is removing barriers meaning the children are better able to access their learning and progress in line with
	Part fund the employment of a learning mentor	£15,000	

			their peers.
To reach out to and engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality	Employment of a Parental Engagement Officer	£30,000	<p>Overall. The school achieved attendance of 95.4% in 2014.15</p> <p>This whilst still low, is an improvement upon the attendance in the year before.</p> <p>The current headteacher took over the school during the summer term. Systems had not been established to track the attendance of Pupil Premium pupils and as such this was not included in the annual analysis report.</p> <p>The new headteacher has introduced electronic registers for 2015.16 therefore meaning that the tracking and monitoring of pupils' attendance and punctuality will now be so much easier.</p> <p>This remains a focus for next year.</p>
Enrich the learning of children by enabling them to access residential learning and trips	Provision of subsidies	£5,000	
To raise the achievement of gifted and talented pupils	Provision of 1:1 and small group tuition	£10,000	<p>A higher proportion of pupil premium pupils made better than expected progress in 2014.15 than made expected progress. Whilst this is not directly about gifted and talented pupils it is about achieving better than expected outcomes.</p> <p>Much of the gifted and talented work focused in Year 6 last year. Consequently the % children achieving level 5 in writing and maths increased dramatically upon the previous year.</p> <p>This year 4 pupils achieved level 6 in maths and 2 children achieved level 6 in GPS. Half of those children were Pupil Premium children.</p>
To raise the achievement of pupils in Year 6	Provision of Booster Classes and Easter School	£20,000	<p>For 2014.15 the % children achieving expected progress since Key Stage 1 compared favourably with national outcomes with a dramatic improvement from the year before in maths.</p> <p>Looking at the in-year progress it is clear that the level of progress made by pupils on pupil premium was the same as pupils not on pupil premium suggesting that the support targeted was successful in removing barriers and enabling progress to be achieved. Progress was good in writing and outstanding in mathematics.</p>

